**Quick Reference Chart – Template Tasks**

***Narrative Tasks*** *create opportunities for students to learn how to develop stylistic methods that help a reader “see” a person, event, or place. The main features of narrative writing are:*

* *The use of descriptive language*
* *An account with a beginning, middle, and an end*

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|  | **“After Reading”** | **“Essential Question”** |
| Narrative Template Tasks | | |
| **Description**  (Primary) | **Template 1 (Narrative/Description L1, L2, L3):**  After reading/listening \_\_\_\_\_ (literature or informational texts) on \_\_\_\_\_ (content), write a \_\_\_\_\_\_\_(narrative or substitute) that tells about \_\_\_\_\_ (content). **L2** Provide details about how you reacted to what happened. **L3** Provide details about your thoughts and feelings. | **Template 2 (Narrative/Description L1, L2):**  [Insert essential question**]** After reading/listening \_\_\_\_\_ (literature or informational texts) about \_\_\_\_\_ (content), write a \_\_\_\_\_\_\_\_(narrative or substitute) that tells about \_\_\_\_\_\_\_\_ (content). **L2** Provide details about how you reacted to what happened. **L3** Provide details about your thoughts and feelings. |
| *Example* | After reading stories on important leaders, write a narrative that tells about a time when you acted like a leader. Share some of your thoughts and feelings about that time. | Why are leaders important?After reading and listening to *Riding with Rosa Parks*, write a narrative that tells about how Rosa Parks was a leader. Provide details about how her actions affected other people. |
| **Description**  (Intermediate) | **Template 3 (Narrative/Description L1, L2, L3):**  After reading \_\_\_\_\_ (literature or informational texts) on \_\_\_\_\_ (content), write a \_\_\_\_\_\_\_(narrative or substitute) that tells about \_\_\_\_\_ (content). **L2** Use a narrator and characters to describe the actions, responses, thoughts and feelings through dialogue. **L3** Use concrete words, phrases and sensory details to convey the experiences and events precisely. | **Template 4 (Narrative/Description L1, L2, L3):**  [Insert essential question**]** After reading \_\_\_\_\_ (literature or informational texts) on \_\_\_\_\_ (content), write a \_\_\_\_\_\_\_(narrative or substitute) that tells about \_\_\_\_\_ (content). **L2** Use a narrator and characters to describe the actions, responses, thoughts and feelings through dialogue. **L3** Use concrete words, phrases and sensory details to convey the experiences and events precisely. |
| *Example* | After reading *Samuel Eaton’s Day* and other books on the lifestyles of the Pilgrims on write a fictional narrative that tells a story about a day in the life of an imaginary Pilgrim boy or girl.Use a narrator and characters to describe the actions, responses, thoughts and feelings through dialogue. Use concrete words, phrases and sensory details to convey the experiences and events precisely. | How does geography influence exploration and where and how people live? After reading *Mayflower 1620: A new look at a Pilgrim Voyage* and other books on the voyage of the Pilgrims on write a narrative that tells a story about their journey and their desire to create a new life for themselves in a new place. Describe the actions, responses, thoughts and feelings through dialogue, characterization and narration.Use concrete words, phrases and sensory details to convey the experiences and events precisely. |
| **Procedural/ Sequential**  (Primary) | **Template 5 (Narrative/Sequential L1, L2, L3):**  After reading/listening \_\_\_\_\_\_\_\_(informational texts) on\_\_\_\_\_ (content), write a \_\_\_\_\_\_\_\_(narrative or substitute) that describes \_\_\_\_\_ (content) and the events that \_\_\_\_\_(content). **L2** Use words to signal event order and provide a sense of closure. **L3** Provide details to describe actions, thoughts and feelings | **Template 6 (Narrative/Sequential L1, L2):**  [Insert essential question**]** After reading/listening \_\_\_\_\_\_\_\_(informational texts) on\_\_\_\_\_ (content), write a \_\_\_\_\_\_\_\_(narrative or substitute) that describes \_\_\_\_\_ (content) and the events that \_\_\_\_\_(content). **L2** Use words to signal event order and provide a sense of closure. **L3** Provide details to describe actions, thoughts and feelings |
| *Example* | After reading *Going to the Art Museum*, write a narrative that describes the two sisters’ trip to the Getty Art Museum and the events that happened on that day. Use your signal words to order what the sisters did in the museum and how the day ended. | How are we influenced by our culture and traditions? After reading *Darby’s Birthday Party*, write a narrative that describes what Mia and Mike did to organize a party for their dog Darby.Use your signal words to order what they did and how the story ended. Provide details to describe actions, thoughts and feelings of the characters. |
| **Procedural/ Sequential**  (Intermediate) | **Template 7 (Narrative/Sequential L1, L2, L3):**  After reading \_\_\_\_\_\_\_\_(informational texts) on\_\_\_\_\_ (content), write a \_\_\_\_\_\_\_\_(narrative or substitute) that describes \_\_\_\_\_ (content) and the events that \_\_\_\_\_(content). **L2** Use a variety of transition words to manage the sequence of events and the conclusion. **L3** Use concrete words, phrases and sensory details to convey the experiences and events precisely. | **Template 8 (Narrative/Sequential L1, L2, L3):**  After reading \_\_\_\_\_\_\_\_(informational texts) on\_\_\_\_\_ (content), write a \_\_\_\_\_\_\_\_(narrative or substitute) that describes \_\_\_\_\_ (content) and the events that \_\_\_\_\_(content). **L2** Use a variety of transition words to manage the sequence of events and the conclusion. **L3** Use concrete words, phrases and sensory details to convey the experiences and events precisely. |
| *Example* | After reading *I Witness: Hard Gold: the Colorado Gold Rush*, write a narrative that describes Jesse’s journey to Colorado and the events that happened along the way. Use a variety of transition words to manage the sequence of events and the conclusion. Use concrete words, phrases and sensory details to convey the experiences and events precisely. | What factors influenced Colorado’s development? After reading *Barney Ford, Pioneer Businessman*, write a narrative that describes Barney’s life as a successful businessman that helped develop Colorado. Use a variety of transition words to manage the sequence of his life events. Use concrete words, phrases and sensory details to convey his experiences and events of his life precisely. |

**Quick Reference Chart – Template Tasks**

***Informational/Explanatory Tasks*** *create opportunities for students to learn how to develop methods for reporting, explaining, examining ideas, concepts, events, and processes. The main features of these types are writing are:*

* *An objective stance*
* *A controlling idea*
* *A structure that organizes the controlling idea*
* *The use of supporting details to explain or examine*

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|  | **“After Reading”** | **“Essential Question”** |
| Informational/Explanatory Template Tasks | | |
| **Definition**  (Primary) | **Task 9 (Informational or Explanatory/Definition L1, L2):** After reading/listening \_\_\_\_\_ (informational texts) on \_\_\_\_\_ (content), write a \_\_\_\_\_\_\_\_(report or substitute) that defines and/or explains \_\_\_\_\_ (content). Support your explanation with facts from the text. **L2** Develop your writing with details and provide a concluding statement. | **Template 10 (Informational or Explanatory/Definition):**  [Insert essential question**]** After reading/listening \_\_\_\_\_ (informational texts) on \_\_\_\_\_ (content), write a \_\_\_\_\_\_\_\_(report or substitute) that defines and/or explains \_\_\_\_\_ (content). Support your explanation with facts from the text. **L2** Develop your writing with details and provide a concluding statement. |
| *Example* | After reading and listening to stories about important leaders, write a piece that explains what leadership means to you. Support your explanation with facts from the text. Develop your points with details and provide a concluding statement. | Why are leaders important?After reading and listening to *Being a Leader*, write a piece that defines the qualities of a good leader. Support your explanation with facts from the text. Develop your points with details and provide a concluding statement. |
| **Definition**  (Intermediate) | **Task 11 (Informational or Explanatory/Definition L1, L2, L3)** After reading \_\_\_\_\_ (informational texts) on \_\_\_\_\_ (content), write a \_\_\_\_\_\_\_\_(report or substitute) that defines and/or explains \_\_\_\_\_ (content). Support your explanation with facts from the text. **L2** Use linking words and phrases to connect ideas and your concluding statement. **L3** Use precise language, domain specific vocabulary, and/or quotations to develop the explanation. | **Task 12 (Informational or Explanatory/Definition L1, L2, L3)** [Insert essential question**]** After reading \_\_\_\_\_ (informational texts) on \_\_\_\_\_ (content), write a \_\_\_\_\_\_\_\_(report or substitute) that defines and/or explains \_\_\_\_\_ (content). Support your explanation with facts from the text. **L2** Use linking words and phrases to connect ideas and your concluding statement. **L3** Use precise language, domain specific vocabulary, and/or quotations to develop the explanation. |
| *Example* | After reading *The Declaration of Independence in Translation: What it really means*, write an essay that defines what independence meant to the American founders.Use linking words and phrases to connect ideas and your concluding statement. Use precise language, content specific vocabulary, and/or quotations to develop the explanation. Publish your definition on a red or white stripe in order to create our classroom wall flag. | What does it mean to be a democratic nation? After reading *Constitution Translated for Kids, D is for Democracy* and other texts about the structure and function of the United States government, write an essay that defines what democracy means in America. Use linking words and phrases to connect ideas and your concluding statement. Use precise language, content specific vocabulary, and/or quotations to develop the explanation. |
| **Description**  (Primary) | **Task 13 (Informational or Description L1, L2):** After reading/listening \_\_\_\_\_ (informational texts) on \_\_\_\_\_ (content), write a \_\_\_\_\_\_\_\_(report or substitute) that describes \_\_\_\_\_ (content). **L1** Support your description with facts from the text. **L2** Develop your point with details and provide a concluding statement. | **Task 14 (Informational or Description L1, L2):**  [Insert essential question**]** After reading/listening \_\_\_\_\_ (informational texts) on \_\_\_\_\_ (content), write a \_\_\_\_\_\_\_\_(report or substitute) that describes \_\_\_\_\_ (content). **L1** Support your description with facts from the text. **L2** Develop your point with details and provide a concluding statement. |
| *Example* | After reading and listening to stories about important leaders, write a description of one of the leaders you admire. Support your description with facts from the text. Develop your writing with details and provide a concluding statement. | Why are leaders important?After reading and listening to *Community Workers*, write a description of one of the important community leaders. Support your explanation with facts from the text. Develop your points with details and provide a concluding statement. |
| **Description**  (Intermediate) | **Task 15 (Informational or Description L1, L2, L3)** After reading \_\_\_\_\_ (informational texts) on \_\_\_\_\_ (content), write a \_\_\_\_\_\_\_\_(report or substitute) that describes and/or explains \_\_\_\_\_ (content). Support your description with facts from the text. **L2** Use linking words and phrases to connect ideas and your concluding statement. **L3** Use precise language, domain specific vocabulary, and/or quotations to develop the explanation. | **Task 16 (Informational or Description L1, L2, L3)**  [Insert essential question**]** After reading \_\_\_\_\_ (informational texts) on \_\_\_\_\_ (content), write a \_\_\_\_\_\_\_\_(report or substitute) that describes and/or explains \_\_\_\_\_ (content). Support your description with facts from the text. **L2** Use linking words and phrases to connect ideas and your concluding statement. **L3** Use precise language, domain specific vocabulary, and/or quotations to develop the explanation. |

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|  | **“After Reading”** | **“Essential Question”** |
| Informational/Explanatory Template Tasks | | |
| *Example* | After reading *Now & Ben: the Modern Inventions of Benjamin Franklin* andother books on the founders of the Constitution, write an essay that describes the contributions of these men on our nation.Use linking words and phrases to connect ideas and your concluding statement. Use precise language, content specific vocabulary, and/or quotations to develop the explanation. | What are the rights and responsibilities of a citizen in a democratic society? After the Unites States Constitution, write an essay that describes the rights and responsibilities outlined by this document.Use linking words and phrases to connect ideas and your concluding statement. Use precise language, content specific vocabulary, and/or quotations to develop the explanation. |
| **Procedural/**  **Sequential**  (Primary) | **Template 16 (Procedural/Sequential L1, L2, L3):**  After reading/listening \_\_\_\_\_\_\_\_(informational texts) on\_\_\_\_\_ (content), write a \_\_\_\_\_\_\_\_(report or substitute) that explains \_\_\_\_\_ (content). **L2** Use words to signal event order and provide a sense of closure. **L3** Provide details to describe actions, thoughts and feelings | **Template 17 (Procedural/Sequential L1, L2, L3):**  [Insert essential question]After reading/listening \_\_\_\_\_\_\_\_(informational texts) on\_\_\_\_\_ (content), write a \_\_\_\_\_\_\_\_(report or substitute) that explains \_\_\_\_\_ (content). **L2** Use words to signal event order and provide a sense of closure. **L3** Provide details to describe actions, thoughts and feelings |
| *Example* | After reading *Talk and Work it Out* and other texts on resolving conflicts, write a piece that explains to new students who come to our school, the step-by-step process for resolving conflicts between students. Use your signal words to order each step. | Why is it important to plan ahead? After listening to *Kids Playing Business: Setting a Goal*, write a piece that explains the goal setting process. Then write a goal and the steps you will take to meet your goal. Use your signal words to order each step. |
| **Summary**  (Intermediate) | **Task 18 (Informational Summary)**  After reading \_\_\_\_\_ (literature or informational texts), summarize the text by determining the main idea and explain how it is supported by key details. |  |
| *Example* | After reading *Talk and Work it Out* summarize the text by determining the main idea(s) and explain how it is supported by key details. |  |
| **Synthesis**  (Intermediate) | **Task 19 (Informational Synthesis L1, L2)**  After researching/reading \_\_\_\_\_ (literature of informational texts) on \_\_\_\_\_ (content), draw on information from multiples sources and write a \_\_\_\_\_ (report or substitute) that integrates information about \_\_\_\_\_ (content). What conclusion or implications can you draw? **L2** Use linking words and phrases to connect ideas and your concluding statement. **L3** Use precise language, domain specific vocabulary, and/or quotations to develop the synthesis. | **Task 20 (Informational Synthesis L1, L2)**  [Insert essential question]After researching/reading \_\_\_\_\_ (literature of informational texts) on \_\_\_\_\_ (content), draw on information from multiples sources and write a \_\_\_\_\_ (report or substitute) that integrates information about \_\_\_\_\_ (content). What conclusion or implications can you draw? **L2** Use linking words and phrases to connect ideas and your concluding statement. **L3** Use precise language, domain specific vocabulary, and/or quotations to develop the synthesis. |
| *Example* | After reading and researching information about several leaders of your choice, draw on information from these multiple sources and write a report that integrates the information about these leaders’ qualities and characteristics. Use linking words and phrases to connect ideas and your concluding statement. Use precise language, content-specific vocabulary and quotations to develop your synthesis. | What are the rights and responsibilities of a citizen in a democratic society? After readingprimary and secondary sources on democratic societies, write an essay that describes the rights and responsibilities of a citizen in a democratic society.Use linking words and phrases to connect ideas and your concluding statement. Use precise language, content specific vocabulary, and/or quotations to develop the synthesis. |
| **Analysis**  (Intermediate) | **Task 21 Template (Informational Analysis L1, L2):**  After reading/researching \_\_\_\_\_ (informational texts) on \_\_\_\_\_ (content), write a \_\_\_\_\_\_\_ (report or substitute) that analyzes \_\_\_\_\_(content), providing evidence to illustrate and clarify your analysis. What conclusion or implications can you draw from your research/reading? **L2** Note important similarities and differences in the point of views represented. | **Task 22 Template (Informational Analysis L1, L2):**  [Insert essential question]After reading/researching \_\_\_\_\_ (informational texts) on \_\_\_\_\_ (content), write a \_\_\_\_\_\_\_ (report or substitute) that analyzes \_\_\_\_\_(content), providing evidence to illustrate and clarify your analysis. What conclusion or implications can you draw from your research/reading? **L2** Note important similarities and differences in the point of views represented. |

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|  | **“After Reading”** | **“Essential Question”** |
| Informational/Explanatory Template Tasks | | |
| *Example* | After reading *The Declaration of Independence in Translation: What it really means* and other books on the Declaration of Independence on write an essay that analyzes what independence meant to the American colonists.Provide evidence to illustrate and clarify your analysis. What conclusion or implications can you draw from your research/reading? Note important similarities and differences in the point of views represented. | What does it mean to be a democratic nation? After reading *D is for Democracy, Lech Walesa: the road to democracy* and other texts about the structure and function of global democracies, write an essay that analyzes what democracy means to people around the world. Provide evidence to illustrate and clarify your analysis. What conclusion or implications can you draw from your research/reading? Note important similarities and differences in the point of views represented. |
| **Comparison**  (Intermediate) | **Task 23 Template (Informational Comparison L1, L2, L3**): After reading/researching \_\_\_\_\_ (informational texts) on \_\_\_\_\_ (content), write a \_\_\_\_\_\_(report or substitute) that compares \_\_\_\_\_ (content). **L2** Describe the differences in focus and the information provided. **L3** Note important similarities and differences in the point of views represented. | **Task 24 Template (Informational Comparison L1, L2, L3**): [Insert essential question]After reading/researching \_\_\_\_\_ (informational texts) on \_\_\_\_\_ (content), write a \_\_\_\_\_\_(report or substitute) that compares \_\_\_\_\_ (content). **L2** Describe the differences in focus and the information provided. **L3** Note important similarities and differences in the point of views represented. |
| *Example* | After reading and listening to stories about important leaders, write an essay that compares the 2 or 3 leaders you admire. Describe the differences from the information provided. Note important similarities and differences in the point of views represented. Prepare notes for a class discussion on your comparisions. | How do people organize themselves to create change?After reading *Alexander Hamilton: Creating a Nation* andother books on the founders of the Constitution, write an essay that compares the viewpoints of these men on the creation of the United States of America Describe the differences from the information provided. Note important similarities and differences in the point of views represented. |
| **Cause-Effect**  (Intermediate) | **Task 24 Template (Informational Cause-Effect):**  After reading/researching \_\_\_\_\_ (informational texts) on \_\_\_\_\_ (content), write a \_\_\_\_\_\_\_\_\_ (report or substitute) that examines the causes of \_\_\_\_\_ (content) and explains the effects \_\_\_\_\_(content). What implications can you draw? Support your discussion with evidence from the texts. | **Task 24 Template (Informational Cause-Effect):**  [Insert essential question]After reading/researching \_\_\_\_\_ (informational texts) on \_\_\_\_\_ (content), write a \_\_\_\_\_\_\_\_\_ (report or substitute) that examines the causes of \_\_\_\_\_ (content) and explains the effects \_\_\_\_\_(content). What implications can you draw? Support your discussion with evidence from the texts. |
| *Example* | After reading *If You Lived at the Time of the American Revolution and other texts*, write an essay that examines the causes of the Revolutionary War and explains the effects on the patriots and the loyalists. Support your explanation with facts from the text. Develop your points with details and provide a concluding statement. | What factors influenced Colorado development?After reading primary and secondary source texts on the Sand Creek Massacre, write a report that examines the causes of this battle and explains the effects on the development of Colorado. Support your explanation with facts from the text. Develop your points with details and provide a concluding statement. |

**Quick Reference Chart – Template Tasks**

***Opinion/Persuasion Tasks*** *create opportunities for students to learn how to develop methods to explain an opinion persuade others. The main features of opinion/persusasive writing are:*

* *A topic or thesis introduction*
* *A stated viewpoint*
* *Providing reasons backed up by facts and/or examples*
* *A concluding statement*

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|  | **“After Reading”** | **“Essential Question”** |
| Narrative Template Tasks | | |
| **Opinion**  (Primary) | **Template 26 (Opinion L1, L2, L3):**  After reading/listening \_\_\_\_\_ (literature or informational texts) on \_\_\_\_\_ (content), write a \_\_\_\_\_\_\_(opinion or substitute) that tells about \_\_\_\_\_ (content). **L2** Provide a reason for the opinion and closure **L3** Use linking words to connect opinion and reasons and concluding statement | **Template 27 (Opinion L1, L2, L3):**  [Insert essential question]After reading/listening \_\_\_\_\_ (literature or informational texts) on \_\_\_\_\_ (content), write a \_\_\_\_\_\_\_(opinion or substitute) that tells about \_\_\_\_\_ (content). **L2** Provide a reason for the opinion and closure **L3** Use linking words to connect opinion and reasons and concluding statement |
| *Example* | After reading and listening to stories about important leaders, write an opinion about the leader you preferred most. Provide reasons for your opinions and a conclusion. | Why are leaders important?After reading and listening to *Riding with Rosa Parks*, write a news editorial that tells your opinion of Rosa Parks. Provide reasons for your opinions and a conclusion. |
| **Opinion/**  **Persuasion**  (Intermediate) | **Template 28 (Opinion/Persuasion L1, L2, L3):**  After reading/researching \_\_\_\_\_ (literature or informational texts) on \_\_\_\_\_ (content), write a \_\_\_\_\_\_\_(opinion or substitute) that tells about \_\_\_\_\_ (content). **L2** Provide an organizational structure that introduces the topic, lists the reasons that support the opinions, and provides closure **L3** Logically organize and group ideas and reasons, facts and details. | **Template 29 (Opinion/Persuasion L1, L2, L3):**  [Insert essential question]After reading/researching \_\_\_\_\_ (literature or informational texts) on \_\_\_\_\_ (content), write a \_\_\_\_\_\_\_(opinion or substitute) that tells about \_\_\_\_\_ (content). **L2** Provide an organizational structure that introduces the topic, lists the reasons that support the opinions, and provides closure **L3** Logically organize and group ideas and reasons, facts and details. |
| *Example* | After reading and researching information about several leaders of the American Revolution, write an opinion essay for our class blog that tells about which leader you admire most. Provide an organizational structure that introduces the topic, lists the reasons that support your opinions, and provides closure.Logically organize and group ideas and reasons, facts and details. | What makes a great read? After reading the novel *Esperanza Rising*, write an opinion essay for our student newspaper that supports your decision to recommend or not recommend this book. Provide an organizational structure that introduces the topic, lists the reasons that support your opinions, and provides closure.Logically organize and group ideas and reasons, facts and details. |